DOCUMENT RESUME

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| | |
|---|---|
| TITLE | Community School Services - A Demonstration. |
| INSTITUTION | Ionia County Intermediate School District, Ionia, Mich. |
| SPONS AGENCY | Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education. |
| PUB DATE | [67] |
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| IDENTIFIERS | Elementary and Secondary Education Act Title III |

ABSTRACT

A demonstration project was proposed to provide community school services in six school districts in a predominantly rural area. Cooperative planning and sharing of resources were emphasized to utilize school facilities during periods when schools were not regularly in session. In general, cultural and educational services were lacking in the area; needs were determined by a questionnaire sent to about 2000 people. Objectives were to extend noncurriculum activities to students and educational and recreational programs and services to citizens not in school. Information is provided concerning professional personnel, participation of other agencies and school personnel, funding, and facilities, equipment, and materials. An addendum presents the revised plan and budget, cut to obtain approval from the Department of Health, Education, and Welfare. (JD)

ED038803

# COMMUNITY SCHOOL SERVICES
# A DEMONSTRATION

Synopsis of Approved Federal Grant
Grant to Operate Supplemental
Educational Services under
P.L. 89-10, E.S.E.A. Title III

# IONIA COUNTY
# INTERMEDIATE SCHOOL DISTRICT
# IONIA MICHIGAN

RC005490E

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Proposal #4088, Community School Services - A Demonstration submitted on January 13, 1967 was placed in a "hold" category for the purpose of revision. The Project Addendum is the resulting and final document. The Addendum which is included in this synopsis was submitted May 15, 1967. The Addendum includes the answering of several questions concerning some of the content in the original narrative as well as a complete downward revision of the budget.

Note - Final revision of the budget resulted in the deletion of other expenses in the Instruction category which amounted to $673.00 on a final grant of $149,327.00.

Jon M. Whan

Jon M. Whan, Director
Community School Projects

## ACKNOWLEDGEMENTS

On behalf of the Ionia County Intermediate Board of Education, the writer wishes to express sincere appreciation to the school administrators of the six participating school districts for their continued cooperation and assistance in the development of this project. We are also most grateful to the representatives of the many civic and social agencies in all the communities for their ideas and their support and their willingness to serve in advisory capacity to the schools in continued planning and operation of community education programs. Without this total cooperation on the part of community and school representatives, the programs and activities outlined in this project would be totally impossible.

Appreciation must also be expressed to those representatives from the Mott Foundation Programs for their encouragement and assistance in the designing of the project activities and their commitments to the project for continued services in the actual operation of the program. We are also most grateful to Don Goodson, Title III Consultant, Michigan Department of Education, for sharing his knowledge and experience with us in the writing of the project application.

Last but certainly not least goes my own personal thanks to the entire staff of the Intermediate District particularly to Ron Davis, Title III Planning Project Director, Bernice Perry, Secretary, and Bruce Blanchard, Superintendent whose assistance and support have made the development and submission of this application possible.

Joan Haverkate

(Mrs.) Joan Haverkate, Assistant Superintendent

Ionia County Intermediate School District

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A. State of Michigan Outline Map Showing Project Area

B. Elementary and Secondary Programs and Services in Ionia Intermediate District

C. Greenville Survey and Tabulation

D. Letters of Commitment from Mott Programs

E. Commitments from Local Agencies

F. Endorsements and Commitments from Boards of Education

G. Commitments to Serve on Community Councils

H. Community School Survey and Statistical Analysis of Results - Ionia Intermediate School District


**In the original proposal the table of contents listed Part V - Appendix A-H. We are not including this information in the synopsis.

*The addendum has been substituted for the original Financial: Proposed Budget Summaries

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON D.C. 20202

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (P.L. 89-10)
TITLE III DATA FORM

| This Block for U.S.O.E Use Only | Project Number | State Code | County Code | Region Code | Allotment State |
|---|---|---|---|---|---|
| | | | | | |

A 1. Reason for Submission of this Form (Check One):
(a) [X] Initial application for title III grant or Resubmission of Disapproved Project (b) [ ] Application for Continuation grant (c) [ ] End of Grant Period Report

2. For All Purposes Except Initial Application Give Previous Project No: _____
Planning Project No. OE-66-770

B 1. Major Description of Project:
(check one only) (a) [ ] Innovative (b) [x] Exemplary (c) [ ] Adaptive

2. Type of Activity:
(check one or more) (a) [ ] Planning of Program (b) [ ] Planning of Construction (c) [ ] Conducting Pilot Activities
(d) [X] Operation of Program (e) [ ] Constructing (f) [ ] Remodeling

C 1. Project Title: Community School Services - A Demonstration

2. Briefly summarize the Purpose of the Proposed Project and Give The Item No. of Item No.(1) = The Area of Major Emphasis as Listed in Sec. 303 P.L.-89-10

Development of comprehensive community-school programs in six K-12 school districts in a predominantly rural area emphasizing cooperative planning and sharing of resources utilizing school facilities during periods when schools are not regularly in session.

3. Ionia County Intermediate School District
Name of applicant (local education agency9

4. Ionia (County Name (Applicant)) 5. 5 Cong. District (Application)

6. Court House Annex | Ionia | Michigan | 48846
Street Address (Applicant) | City | State | Zip Code

7. Ronald E. Davis (616) 527-4900
Name of Director Telephone: Area Code, Local

8. Court House Annex | Ionia | Michigan | 48846
Street Address (Director) | City | State | Zip Code

9. Bruce T. Blanchard (616) 527-4900
Name of Person Authorized to Receive Grant Telephone: Area Code, Local

10. Superintendent
Position or Title

11. Court House Annex | Ionia | Michigan | 48846
Street Address | City | State | Zip Code

January 13, 1967
Date Submitted

Bruce T. Blanchard
Signature of Person Authorized to Receive Grant

D 1. List the Number of Each Congressional District Served: 5,10, and 3

2. Number of Counties Served 5(partial) 3. Number of L.E.A'S Served 6 4. Total estimated Population in Geographic Area Served: 55,000

5. Latest Average Per-Pupil ADA Expenditure of Local Education Agencies Served: $396.31

E TITLE III BUDGET SUMMARY FOR PROJECT

| | Previous O.E. Grant Number | Beg. Date Mo. Year | End. Date (Mo, Year) | Funds Requested |
|---|---|---|---|---|
| 1. Initial Application or Resubmission | | 9-67 | 8-68 | $266,516 |
| 2. Application (for first continuation grant | | 9-68 | 8-69 | 257,897 |
| 3. Application for Second Continuation Grant | | 9-69 | 8-70 | 255,086 |
| 4. Total Title III Funds (Include Amount From Block F if any) | | | | $779,499 |
| 5. End of Grant Period Report | | | | |

F COMPLETE THIS BLOCK ONLY IF THIS PROJECT INCLUDES CONSTRUCTION, ACQUISITION, REMODELING, OR LEASING OF FACILITIES FOR WHICH TITLE III FUNDS ARE REQUESTED

G SCHOOL ENROLLMENT AND PROJECT PARTICIPATION DATA

| | | Pre Kinder | Kinder. 1-6 | | 7-12 | ADULT | Sp. Ed. Other | TOTALS | 4 Staff Members Engaged in In-Service Training f for Project |
|---|---|---|---|---|---|---|---|---|---|
| 1. School Enrollment in Geographic area served | (a) Public | ----- | 1402 | 7356 | 6415 | 330 | 180 | 15,353 | |
| | (b) non-Public | ----- | 18 | 962 | 611 | | - | 1,591 | |
| 2. Persons Served by Project | (a) Public | ----- | 500 | 3500 | 3000 | 1200 | 100 | 8,300 | 35 |
| | (b) Non-Public | | | 400 | 250 | | | 650 | 5 |
| | (c) Not Enrolled | 500 | | | | | | 500 | |
| 3. Additional Persons Needing Service | (a) Public | | 400 | 2000 | 1200 | 1000 | 200 | 4800 | 30 |
| | (b) Non. Public | | | 100 | 75 | | | 175 | 5 |
| | (c) Not Enrolled | 200 | | | | | | 200 | |

H. Total Number of Participants by Type (Applicable to Figures Given in G-2 Above) in ~~G-2-Above~~

| White | Negro | American Indian | Other Non-White | Total |
|---|---|---|---|---|
| 9410 | 10 | | 30 Mexican | 9450 |

I RURAL /URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

| | RURAL | | METROPOLITAN AREA | | |
|---|---|---|---|---|---|
| (PERCENTAGES) | FARM | NONE-FARM | CENTRAL CITY | NON-CENTRAL CITY | OTHER URBAN |
| PERCENT OF TOTAL NUMBER | 45% | 15% | | | 40% |

J PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

| PERSONNEL PAID BY TITLE III FUNDS | REGULAR .. STAFF ASSIGNED TO PROJECT (1) | FULL-TIME EQUIVALENT (2) | NEW STAFF HIRED FOR PROJECT (3) | CONTRACTED FOR PROJECT (4) | FULL-TIME STAFF FOR PROJECT (5) | PART-TIME STAFF FOR PROJECT (6) | FULL-TIME EQUIVALENT (7) |
|---|---|---|---|---|---|---|---|
| (a) Administration/Supervision | | | 1 | | 1 | | 1 |
| (b) Teacher:Pre-Kindergarten | | | | | | | |
| (c) Kindergarten | | | | | | | |
| (d) Grades 1-6 | | | | | | | |
| (e) Grades 7-12 | | | | | | | |
| (f) Other | 23 | 1.5 | 43 | | | 66 | 4.5 |
| (g) Pupil Personnel Services | 6 | .5 | 6 | | 3 | 9 | 8 |
| (h) Other Professional | 21 | 6 | 3 | | 3 | 22 | 9 |
| (i) All Non-Professional | | | 53 | | 1 | 52 | 7 |

(j) For all Consultants
Paid by Title III Funds: (1) Total Retained: (2) Total Days Retained

K PERSONNEL FOR ADMINISTRATION AND IMPLEMENTARION OF PROJECT

| Personnel Not Paid By Title III Funds | REGULAR STAFF ASSIGNED TO PROJECT (1) | FULL-TIME EQUIVALENT (see) Instructions (2) | NEW STAFF HIRED FOR PROJECT (3) | CONTRACTED FOR PROJECT (4) | FULL-TIME STAFF FOR PROJECT (5) | PART-TIME STAFF FOR PROJECT (6) | FULL-TIME EQUIVALENT (See Instruction) (7) |
|---|---|---|---|---|---|---|---|
| (a) Administration/Supervision | 8 | 1 | | | | 8 | 1 |
| (b) Teacher: Pre-Kindergarten | | | | | | | |
| (c) Kindergarten | | | | | | | |
| (d) Grades 1-6 | | | | | | | |
| (e) Grades 7-12 | | | | | | | |
| (f) Other | | | | | | | |
| (g) Other Professional | | | | | | | |
| (h) All Non-Professional | | | | | | | |

(i) For all Consultants Not Paid by Title III Funds: (1) Total No. Retained: 6 (2) Total Days Retrained 30

NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

| MAJOR PROGRAM OR SERVICES | TOTAL NUMBER SERVED OR TO BE SERVED | | | | | | Non-Public School Pupils Incl. (7) | Est. Cost |
|---|---|---|---|---|---|---|---|---|
| | Pre-K (1) | K (2) | 1-6 (3) | 7-12 (4) | Adult (5) | Other (6) | | |
| EVALUATIVE PROGRAMS | | | | | | | | |
| (a) Deficiency survey (Area needs) | | | | | | | | |
| (b) Curriculum Regquirements Study (Inc. Planning for future need) | | | | | | | | |
| (c) Resource Availability & Utilization studies | | | | | | | | |
| INSTRUCTION AND/OR ENRICHMENT | | | | | | | | |
| (d) Arts (music, theater, Graphics, etc.) | 25 | 100 | 600 | 500 | 300 | | 100 | 23,075 |
| (e) Foreign Languages | | | | 150 | 50 | | 10 | 4,425 |
| (f) Language Arts (English improvement) | 500 | 200 | 600 | 200 | 150 | | 100 | 24,160 |
| (g) Remedial Reading | | | 100 | 50 | 50 | | 25 | 4,200 |
| (h) Mathematics | | | 100 | 200 | 50 | | 25 | 6,150 |
| (i) Science | | | 100 | 200 | 50 | | 25 | 6,150 |
| (j) Social Studies/ Humanities | | | 100 | 200 | 50 | | 25 | 6,150 |
| (k) Physical Fitness/ Recreation | 500 | 500 | 3000 | 2500 | 600 | | 700 | 120,545 |
| (l) Vocational/Industrial Arts | | | | 200 | 500 | | 25 | 15,384 |
| (m) Special-Physically Handicapped | | | | | | | | |
| (n) Special - Mentally Retarded | | | | | | 50 | | 5,150 |
| (o) Special - Disturbed (Incl. Delinquent | | | | | | | | |
| (p) Special - Dropout | | | | | | | | |
| (q) Special - Minority Groups | | | | | | | | |
| INSTRUCTION ADDENDA | | | | | | | | |
| (r) Educational TV/Radio | | | | | | | | |
| (s) Audio-Visual Aids | | | | | | | | |
| (t) Demonstration/ Learning Centers | | | | | | | | |
| (u) Library Facilities | | | | | | | | |
| (v) Material and/or Service Centers | | | | | | | | |
| (w) Data Processing | | | | | | | | |
| PERSONAL SERVICES | | | | | | | | |
| (x) Medical/Dental | | | | | | | | |
| (y) Social/Psychological | 150 | 200 | 600 | 200 | 400 | 20 | 50 | 51,127 |
| OTHER | | | | | | | | |

INITIAL APPLICATION
PART II - NARRATIVE

## I. The Community

A. Estimated population of area to be served; 55,000 Michigan: 7,823,081 (1960 census)

The project area is primarily rural... its 55,000 people are scattered over 850 square miles with only the cities of Ionia and Greenville encompassing more than 5000 people. (population 6754 and 7440 respectively) (See attached map)

Local K-12 Educational Agencies and Counties represented in service area:

| | |
|---|---|
| Belding Area Schools | Ionia, Kent |
| Greenville Public Schools | Montcalm, Ionia, Kent (partial) |
| City of Ionia Public Schools | Ionia |
| Lakewood Public Schools | Ionia, Kent, Barry, Eaton (partial) |
| Portland Public Schools | Ionia, Eaton, Clinton (partial) |
| Saranac Community Schools | Ionia |

Service area also serves 34 Non K-12 public school districts and 6 parochial schools.

## II. Statement of Need

A. Educational and cultural resources available:

As indicated above, there are 40 public school districts and 6 parochial schools operating programs in the geographical service area, 6 of which offer programs extending from kindergarten thru 12th grade. All of the K-12 public schools have attempted to extend their educational programs to the non-student population in their respective communities by way of adult education programs. Increased interest in community - school activities engendered by the planning project activities which took place during the summer and early fall of 1966 led to the establishment of several programs which had not been scheduled in past years, the following classes and activities have been conducted through the use of public funds (in whole or in part) during the past three years, including the current year, although not all at any one time:

Belding:

Adult Diploma Program, including English, Mathematics, Bookkeeping, Government, U.S. History; Enrichment and/or Handicraft Program including General Sewing, Adult Recreation, Ham Radio Operation, Summer Swimming Program (Bostwick Lake).

Greenville:

General Dressmaking, Painting & Sketching, Modern Mathematics, Food Marketing. Summer and Winter Recreational Programs are sponsored by the Greenville City Council utilizing school facilities including Youth Baseball, Slo-Ball, Swimming, Youth and Adult Tennis, Fishing Contest, Handicrafts, Shuffleboard, Badminton, Annual Bicycle Derby, Physical Fitness, Basketball, Volleyball, Square Dancing, Ice Rinks and Ski Tow.

City of Ionia:

Welding, Agriculture, Knitting, Spanish, Cake Decorating, Volleyball, Basketball, Sewing.

Summer Recreation Program in cooperation with the City.

Portland:

Summer recreation for elementary children; Little League; Swimming for Elementary Children; Adult Education Classes including Knitting, Sewing, Cake Decorating, Beginning Typing, Beginning Bookkeeping, Ceramics, Upholstering, Welding, Square Dancing, Mens and Womens Physical Education.

Saranac:

Winter elementary recreation program, summer swimming program, Adult Education Classes including Typing, Sewing, Welding, Spanish, Accelerated Reading, Modern Mathematics.

The principal shortcoming of the adult education programs offered by the school districts above is in the area of leadership. None of these districts has a full time community school director on the staff, nor a person whose primary responsibility is in the area of adult programs. The scheduling and follow-up fall upon a school administrator such as a principal, who has full-time responsibilities in the regular school program, or upon a teacher who is interested in community education but who is carrying a full teaching load. There is little or no time, therefore, for the leadership person to familiarize himself

with the basic educational needs and wants of adults in his community necessary in designing an appropriate adult education program and even less time to follow up on the various programs which are initiated. Community school programs which have been developed through the help of the Mott Foundation emphasize continued full-time capable leadership as the keynote to success.

At the other end of the educational continuum, there is a great lack of programming for the pre-school youngster. With the exception of Saranac Community Schools, there is no program established under the office Economic Opportunity "Head-Start". Again, the principal reason for this is lack of leadership personnel who have the time and energy to devote to activities beyond the regular traditional school program. Saranac's successful experience with pre-school programming, including diagnostic studies in the area of readiness provided through the leadership of the Ionia Intermediate School Staff, could well serve as a prototype for other schools in the area if sufficient communication and coordination of efforts were to take place.

A recent survey of the services and programs offered by the K-12 schools in the Ionia Intermediate District reveals considerable variation from district to district. (see attachment B for detailed chart of elementary and secondary programs in each local district). An analysis of the charts indicates that even in the age range usually served by the school programs, there is considerable lack of services in some areas. For example, at the time of the study, (65-66), in the elementary schools there were no libraries in Belding, no school nurse at Portland and Saranac, no remedial reading at Ionia, Lakewood, and Saranac, no art instruction at Lakewood and Saranac, no vocal music program at Saranac, and no guidance services in any of the schools. At the secondary level, only the City of Ionia has a cooperative training program, Portland has only 2 years art and foreign language instruction, there is no auto mechanics course or vocal music program at Saranac.

Special education programs are offered in cooperation with the Intermediate District Board of Education in the areas of speech correction, diagnostic psychological services

for the mentally handicapped, and school social work. All of these programs are insufficient to meet the needs however; - there is no special class for the physically handicapped, no program for the emotionally disturbed. In addition, all of the special classes for the mentally handicapped have waiting lists so many youngsters need to remain in the regular program with repeated failure or drop out of school. There is no sheltered workshop program for the young adult retardate nor is there a work-placement program for the high school age special education student except at Lakewood. There is no enrichment program for the gifted and/or talented in any of the districts.

Cultural resources available outside of the school programs are virtually non-existant in some of the more rural areas. There are public libraries in the communities of Ionia, Belding, Greenville, Saranac, Portland and Woodland, but there are no library facilities in the communities of Lyons, Muir, Clarksville, Lake Odessa, Woodbury, Sunfield, Palo, Cooks Corners, Smyrna, Sebewa, Orleans, and Coates Grove and there are no mobile library units serving the rural areas throughout the geographical service area. There are various cultural groups which have formed especially in the larger cities of Ionia and Greenville. For example, there is an Art Club in Ionia which could be expanded so that its activities would be available to all interested citizens in the community if it could be brought into the community school plan, a dramatic group has been recently established in Ionia with the help of Olivet College personnel. At present it is a private organization not connected the the school program but it too could be expanded so that it would be available to all. In the smaller villages and rural areas, however, there has been little or no organization in these areas of interest, but this does not mean that such activites are impossible in the rural communities. The Planning Project study revealed many resources within the various communities in the areas of collection hobbies, painting, dancing and singing with many individuals indicating a willingness to participate in these activities as a group leader if the proper organization and facilities were made available. There is talent, therefore, within the communities but it needs to be tapped, encouraged, and shared in a concentrated effort.

B. Determination of Needs:

One of the primary purposes of the Planning Project was to determine the needs and interests of the people in the area. Opinionaires were completed by approximately 2000 individuals listing their own particular interests and needs in the areas of Adult Education, school programming, cultural programs, and recreational activities. In addition to the opinionaires, interviews were scheduled with representatives of various organizations (both civic and school) and social agencies in the area to evaluate community needs in terms of existing programs.

Approximately 200 work days were expended in the promotion and distribution of the opinionaires, with almost fifty percent of this time involved in personal and home contacts both in the cities and villages and in the rural areas. The remainder of the time involved participation at group functions, explaining the project, projecting the film "To Touch a Child" and distributing questionaires. Group functions included service clubs, church and youth organizations, school faculty meetings, scout meetings, Future Homemakers groups, Future Farmers groups, as well as village picnics and other similar public gatherings. Of the 4000 opinionaires distributed, 50% were completed and returned, which is an extremely high percentage. Personnel who worked on the planning project felt the "personal touch" accounted for this unusual return.

A general review of the survey results shows that 57% of the respondents were male and 43% female, 60% were adults and 40% students. Although there were some differences within the categories of responses, there was an unexpected close similarity of responses from district to district. Sports and group activities were predominant as far as program interest is concerned and over 30% of the people interviewed felt that there were not enough cultural activities in their respective communities for all groups. Over 50% of these felt the community would participate in these activities if offered.

Types of programs suggested to meet interest areas include: Adult Education, swimming, cultural programs and activities, open schools foradult and student meetings, open schools for recreation and social activities. Approximately half of the respondents indicated there were not enough organized recreational activities in their communities and that there would be enough community participation to support an organized year-around recreational program, especially for youth. (See attachment H for statistical analysis and breakdown of results according to each local district.)

Interviews with leaders both in school and non-school community life indicated a need for enrichment of the curriculum, extended use of libraries, tutorial help for these who are not succeeding in the regular program, counseling and social work, home and family living courses and practical instruction especially with deprived families, teenage activities, pre-school activities, especially for rural youngsters and deprived urban children. There was also a strong need expressed for vocational training and basic education for the illiterate.

The Greenville area was not included in the survey conducted under the planning project. However, the Greenville School District, in cooperation with the Belding Area Schools, has been interested in establishing Community-School Programs for the past two years and have conducted some sample surveys, scheduled meetings of community leaders to discuss community needs and possible solutions, and have established a Community-School Council to serve in an advisory capacity to the school boards of Belding and Greenville in the expansion of their adult education programs and recreational activities. In spite of the planning and interest, however, the programs have not moved ahead as rapidly as the Council would hope for because of the lack of full-time leadership personnel and financial backing.
The survey conducted in the Greenville school district area was distributed in various ways: "Take-homes" by the students, mailings with regular newsletters and through newspaper printing; the newspaper yielding the best returns. Of the 400 returned, results indicate interests in:Arts & Crafts, Dressmaking, Golf, Office Machines and Painting & sketching. (See attachment C ).

C. Rationale for Community School Project as best solution to meet the above needs:

The rationale for this type of project can perhaps best be stated by describing the community school philosophy. "The Community School" meets as best it can, and with everyone's help, the urgent needs of the people, for it holds that everything that affects the welfare of the children and their families is its concern. Where does school end and life outside begin? There is no distinction between them. A community school is a used place, a place used freely and informally for all the needs of living and learning. It is, in effect, the place where living and learning converge." (definition taken from - Elsie R. Clapp, Community Schools in Action, 1939, Viking Press.) There are two general aspects of the community school:- The school as a teacher of community living to children, and the school as a center of community life and action for people of all ages and classes. As a teacher, the school uses local community resources; and works to improve the local community resources, as a center of community life, it provides physical facilities for both learning and recreation, making its libraries, shops, gymnasiums, and equipment available to community citizens of all ages. It brings young people and adults to work together on matters of common concern, promoting and coordinating community action. It provides an adult education program and brings teachers more actively into community life.

The community school philosophy is not really a new one - the concept itself has been accepted by many educators for the past twenty years. However, the application of the philosophy has been limited to just a few school districts, the best known of which is the program at Flint, Michigan, brought about through the support of the Mott Foundation, established as early as 1935.

Years ago school leaders were primarily interested in the academic instruction of children .... the typical "3 Rs" with the addition of science and social studies. At present, teachers are becoming more conscious of the importance of the individual to himself, and his present and potential contributions to society. This widens the scope of interest and necessarily involves adults in the community. In the traditional

school emphasizing the "3-R's", the attitude is subject - matter centered not child centered, and at the end of the school day the school buildings are closed, the teaching staff leaves, and the program has terminated until the following day. However, with the widened scope of the child-centered approach, and the advent of adults into the school picture, the community school becomes the center for educational, recreational, and social activities for all ages. Instruction is not only as important as ever but becomes more vital as actual learning situations are planned by parents, teachers, and children cooperatively. There is too much to be learned to squeeze it all into a 6 hour day, and a 9 month year.

The schools in the proposed project area are at present somewhere on the continuum between the old traditional 8:00 to 4:00 "3-R's" approach and the community school approach as described above. Each of the districts provides adult education classes on a limited self-supporting basis and most of the districts cooperate with their communities in sponsoring a summer recreation program. In all of the districts the high school buildings are available for organizations to hold meetings and community events. The community school "concept" has been accepted in essence by the school administrators but putting that concept into practice on a full-scale basis requires strong and active leadership as well as considerable funds. The present "Community School Services" project will serve as a demonstration to the communities involved and to similar communities throughout the nation that such a program can work effectively in meeting community needs in a rural area. When the communities understand how effectively they can meet their own needs and solve their own problems with adequate leadership and planning, they will support the program. This has been proven in the urban area of Flint, and it will be proven in the rural areas of Ionia as well.

(Comments regarding community school philosophy taken from "Community School Directors Training Guide", Flint, Michigan).

D. Financial inadequacy of local area resources for providing proposed program as compared to resources available in other areas of the State:

According to the report entitled "Interpreting and Implementing the Community School Philosophy", a report from the Mott Program of the Flint Board of Education, 1966, there are community school programs of some type and extent in sixteen school districts in Michigan in addition to that at Flint. Four of these programs are sponsored by school districts in small, rural communities. (Allegan, Fremont, Gwinn, and Richmond). Allegan is similar in size to Belding, in the proposed project area, but it is a richer district with fewer pupils. Fremont is similar to Lakewood in size of enrollment but it is considerably richer in valuation and less rural. The Fremont program is supported financially by the city, by United Fund, and by private contributions. Gerber Baby Foods is located in Fremont, supporting a foundation which financially underwrites the development of many community improvement projects. The Richmond District is similar to Portland Public Schools but it too is a richer district. The village of Richmond has employed a full time recreation director who schedules all teen and youth recreation, and works cooperatively with the Board of Education, who employs a community school director. The Mott Foundation supports the Richmond program by means of a special financial grant.

Perhaps the most logical comparison regarding financial resources would cite similarities and differences existing between the Ionia Intermediate project area and the Alpena School District. In 1963 the Alpena Public School system became the first county-wide school system in the State of Michigan. The district includes 1 high school, 1 junior high school, and 13 elementary schools, with an overall school population of 7,410, and a valuation of $129,722,684 with $17,748 behind each school child. By comparison, the Ionia Intermediate District Project Area has a total valuation of $157,908,148, an enrollment of 15,305 public school pupils and 1590 parochial students, with $10,320 behind each school child. A comparison of the districts shows the Alpena system to be considerably richer financially.

Although the Alpena Community School System is more similar to the present project than others in the State of Michigan, by virtue of its being a county-wide system as well as a local school, a comparison of the two areas also shows some important differences. As was stated above, Alpena has one high school, one junior high, and 13 elementary schools, whereas in the project area, there are 3 senior high schools, 6 combination junior-senior high schools (including 3 parochial), 4 junior high schools, and 28 elementary schools (including 6 parochial). In addition, in contrast to the Alpena area which is administered through a single board of education, in the proposed project area there are six different local school boards in addition to the Ionia Intermediate Board of Education. It is indeed a tribute to these Boards of Education that there has been such a tremendous spirit of cooperation in their attitude toward the proposed community schools project. The local districts all realize that a successful comprehensive Community School Services Program is impossible without cooperative efforts, coordinated services, pooling of resources, and along with this, skilled, competent leadership become available. Such financial resources are not available within the project area - all of the school districts are receiving state aid according to a special "Formula B" which has been established by the State Legislature for those areas below the state average of equalized valuation. Full time administration and curriculum leadership personnel is at a minimum within many of the local schools because of lack of funds. With the exception of Greenville, and, more recently, Saranac, the local districts are hampered additionally by the frequent changes in school district boundaries and responsibilities. There are approximately 35 rural school districts still in operation in Ionia County. The K-12 reorganization plan will be in effect for the coming year in the Saranac area, as it has been in Greenville for a number of years, but other rural districts will initiate annexation as the teacher shortage becomes even more great. These changes, while not significant

as regards to numbers of children, bring about several problems in the areas of class size, building facilities, personnel, rural-city relationships and transportation, as well as in financial budgeting. The school districts hesitate to place before the voters proposals for building and operation millage where the area and pupil population changes several times during a year. As a result, school buildings are bulging, the teacher-pupil ratio becomes more than is desirable, and the local boards are faced constantly with providing equipment, space, and materials for more youngsters than anticipated. The budgets often do not stretch enough to meet these regular curriculum demands much less extend to a program designed for after school enrichment and recreational activities, extensive adult programs, and summer projects. Financial Aid must come from other sources at least for the demonstration project.

III. Objectives as related to needs stated above. Meeting the needs of rural communities through a coordination of school and community resources probably can serve as the principal objective of the proposed project as a whole. More specifically, the objectives may be outlined as follows:

1. To encourage greater participation on the part of the students in non-curriculum activities. The survey showed that only 31 percent of the youngsters regularly take part in school and community sponsored "extra-curricular" activities and 16 percent did not participate at all. The project especially aims to reach that 16 percent but also to encourage more frequent participation by those who rarely or occasionally attend these functions. (See survey, Sect. II, question 1.)
2. To provide needed educational and recreational services and programs for citizens not in the regular school program. The 32 percent of citizens answering the survey question "Do you know of any ways in which the schools can be of additional service to the Community?" indicated 15 different areas with the following six as predominant: (See survey, Sect. II, question 8.)

adult education programs for credit and non credit

swimming pool

cultural programs and activities (43% felt there were insufficient programs in this area)

open school for both adult and student meeting places

open school for recreation activities for the general public

social activities

3. To encourage cooperation between school and community agencies in order to avoid duplication of services and make full use of physical and human resources. The opinionaire survey question No. 12 asked what agency should sponsor recreational activities. 36 percent of all respondents felt the school should sponsor these activities compared with only 56% who gave this responsibility to the community recreation department as is traditional. These percentages constitute almost a mandate for cooperative planning in at least these areas of activity.

4. To encourage cooperation between local school districts and between the local districts and the intermediate school district through community-school planning, conferences, and sharing of personnel.

5. To develop the "image" of the school as the central resource in the development of educational, cultural, and recreational life activities.

IV. Procedures:

Procedures to be used to meet the objectives will in general be the establishment of a community-school program, following the guidlines established by the Mott Program in Flint but applying the concepts to the rural area and utilizing cooperation between local districts through the Intermediate district. The community-school program has been found to be very successful in Flint. Dr. Peter L. Clancy, associate superintendent for the Mott Program of the Flint Board of Education states that:

> "Flint has not solved all of its problems, but we have the means for doing so. Community school programs have not provided a panacea, but they have strengthened the community; they have improved immeasurably the health of the community, its pride and common achievements, as well as the quality of education for children, adolescents, and adults.

These programs have helped to raise the moral tone of the community; and they have emphasized ethical values and relationships.

We've been at it a long time, and we're just scratching the surface."

More specifically, in terms of the objectives as listed above, the following procedures have been designed:

D. Encouraging greater participation on the part of the students will be accomplished through the establishment of programs of enrichment and recreation and providing leadership, equipment, materials, and transportation where necessary to overcome the stumbling blocks which prevent their participation at present. Programs which would be scheduled after school, Saturdays, and during the summer will be selected from the following:

(1) Enrichment programs in art designed to supplement the art program in the school. (children's drawing and painting; children's three dimensional art; teen's drawing and painting; children's arts and crafts)

(2) Enrichment programs in music, designed to supplement the music program in the school. (Popular music programs for pre-teens and teens, encouraging development of small combos and dancing; music appreciation programs for elementary and teens; field trips to Grand Rapids symphony's program for children; vocal music groups, folksinging.

(3) Enrichment programs in drama including field trips to Grand Rapids theater programs designed especially for children and other appropriate civic theater productions.

(4) Enrichment programs in the curriculum areas of science, mathematics, social studies, and language arts, designed to supplement the regular class programs, to stimulate the youngsters imagination and develop a greater interest in the subject and to instill a sense of achievement and pride in the youngsters ability. Field trips to nearby university campus facilities, Grand Rapids Museum and Planetarium, Gull Lake Biological Station, State Government

facilities in Lansing, etc. will be scheduled as appropriate, as well as arranging for leadership personnel and talent representing the above areas to participate in the enrichment programs.

(5) Recreation programs supplementing those programs already conducted by the school and community including Badminton, Gymnastics, Golf Instruction, Square Dancing and Social Dancing, Contract Bridge, Physical Fitness programs for boys and girls, Basketball, Volleyball, Baseball, Football (where not offered in the regular school program), Skiing Instruction, Roller Skating, Archery, Hunting and Fishing Techniques and Safety, and Swimming programs as can be arranged using the facilities in the nearby communities of Lansing and Grand Rapids.

(6) Special enrichment and recreation activities for the handicapped designed for those students who are unable to participate in those outlined above.

(7) Tutoring programs for students needing assistance in homework and study areas will be provided for those who do not have a place to study at home.

In order to insure participation by all students who wish to be included, scholarship funds will be established to provide for any fees and materials for classes, and necessary clothing and health services for recreation programs. A school-family social worker or counselor will determine needs and arrange for scholarships where necessary.

2. Providing needed educational and recreational programs and services for citizens not in the regular school program will be accomplished by scheduling adult education classes, specific and general recreation programs, opening the school buildings for social meetings, clubs, groups, etc., sponsoring family activity programs, and overcoming barriers which prevent interested adults from making use of these services. Typical programs include the following:

(1) Adult education programs for credit - designed for those wishing to complete their high school education, working toward a diploma. (e.g. English, Business Mathematics, Algebra, American History, Economics, Chemistry, Physical Science,

General Drafting, Machine Shop.)

(2) Adult education programs for those wishing to continue their education and improve their skills but who are not working for credit toward a diploma. (e.g., Landscaping, First Aid Instruction, Typing and Shorthand, Interior Decorating, Public Speaking, Cake Decorating, General Sewing, Bishop Sewing, Quilting, Upholstering, Cooking for the Novice, Ceramics, Speed Reading for Adults, Home Decorating, Jewelry Making, Knitting, Photography, Flower Arranging, Stocks and Bonds, Adult driver Education.

(3) Vocational education programs designed for both credit and non-credit including Appliance Repair, Auto Engine Tune-up and Carburetion, Auto Fundamintals, Landscaping, Small Engine Repair, Kitchen Cabinetry, General Drafting, Furniture Refinishing, Fiberglass and Plastics, Welding, Industrial Materials and Equipment, Blueprint Reading, Electricity, Amateur Radio, and Agricultural Programs.

(4) Job training and retraining programs and counseling services including classes in "Where and How to Get Jobs," Basic Sales Training, Home Nursing.

(5) Basic Skills classes designed for the adult illiterate or near illiterate. Reading and Arithmetic.

(6) Parent education classes in Sex-Education, The One-Parent Family, Understanding the Teenager, and Expectant Parents classes.

(7) Recreation Programs for adults including Badminton, Skating, Bridge, Social and Square Dancing, Adult Softball, Golf, Gymnastics, Physical Fitness Classes, Volleyball, Basketball, Swimming, Tennis, Table Tennis, and Archery.

(8) Family night educational and recreational programs including pre-school Story Hour and Game Time, Roller Skating, Educational Films, Cards and Games for Parents and Grandparents.

(9) Provision of meeting places and announcements of social clubs for senior citizens, special interest groups, Hunting and Fishing and other sports enthusiasts organizations.

(10) Special instructional programs for deprived families in Basic Living information, Management of Money, Family Health and Nutrition, Organization of the Family Unit.

(11) Parent-Student Counseling Program - Group Activities designed for those parents and students who find difficulty in getting along together.

(12) Special programs for teenagers capitalizing on teen interest areas. e.g. Teenage Automobile Club, utilizing mechanics, police officers and driver education instructors as resources.

As in the case of student programs, arrangements will be made through the school-family counselor for scholarships where necessary to insure that all citizens may have an opportunity to participate in the above programs.

3. Cooperating between school and community agencies will be encouraged by the basic structure of community school operation. Community school councils will be formulated in each of the six local districts made up of representatives of civic organizations, community social agencies, service clubs, and city government, in addition to school personnel. These committees or councils will schedule those programs appropriate for their own local community at the most strategic times insuring the most efficient use of those physical and human resources which are avaialble.

4. To meet the objectives of cooperative planning, on a larger scale, an area-wide community school council will be established to advise the intermediate district on program needs. This council will be made up of a representative from each local district community-school council and others appointed at large who represent all areas of community living. To encourage cooperative planning between the local districts, the project director will schedule frequent in-service meetings for the

local community school directors and other appropriate personnel utilizing the resources offered by the Mott Program in Flint, Alma College, Olivet College, Western Michigan University and Central Michigan University, all serving the project area.

5. All of the above proposed activities are designed to develop the "image" of the school as the center of community living. To further this objective, much use will be made of news media to be sure the "community school story" is communicated to the entire population.

V. Emphasis:

Innovative and Exemplary

The proposed demonstration project is, in many ways, not a new solution to community educational problems. The Community School concept has, in fact, proven to be of highest quality in the Flint school system. Thousands of visitors have come to Flint to see the program in action from all parts of the United States and from other nations. However, the application of the community school philosophy as conducted in the highly industrialized urban area of Flint to the rural and semi-rural areas in the proposed project area is certainly innovative, especially as regards the cooperative efforts in planning and coordination of activities and resources between 6 different local school districts through the Intermediate District. This project will show that cooperative programs in adult education, out - of - school youth training, recreation,

curriculum enrichment, and community participation can be established and conducted by the combined efforts of many schools in any rural areas. The resulting program will not only serve as a demonstration to the project area, but should serve as a model for similar educational communities throughout the country. It is therefore both innovative and exemplary.

VI. Planning.

A. Participation by representatives of other resources in the planning:

1. Educational and cultural agencies: The Superintendent, Assistant Superintendent, and the Title III Planning Project Director from the Intermediate School District have met regularly with superintendents of the six high school districts included in the project area. Each superintendent has been asked to submit a proposed plan for his district following the results of the planning project survey as much as possible but also in relation to the available resources within the community and in terms of supplementing rather than supplanting any existing programs. The local boards of education have been consulted and written statements from them regarding their participation in the program and endorsement of the project were obtained. The official representatives from the participating districts are as follows:

Mr. Murl Connor, Superintendent, Belding Area Schools

Mr. Robert Radunzel, Assistant Superintendent, Greenville Public Schools

Mr. Robert Boyce, Superintendent, City of Ionia Public Schools

Mr. Paul Kruzel, Superintendent, Portland Public Schools

Mr. Earl Cady, Superintendent, Saranac Public Schools

Mr. William Eckstrom, Superintendent, Lakewood Public Schools

In cooperation with the Mott Foundation, eight Michigan Universities offer a six weeks and full year training program for students interested in becoming community school directors. Dr. Donald O. Bush, Central Michigan University and Dr. Donald Weaver, Western Michigan University, have indicated a willingness to help in the training of personnel who are already employed by the local school districts and in the procurment of personnel who have already completed their training program.

In addition, Douglas Procunier, Program Director of the Mott Institute for Community School Directors, has offered his assistance in personnel recruitment and training.

Alma College has recently established a Department of Community Education and has expressed vital concern regarding the community education field. Mr. Terrence Meeder, Community Education Director, has offered the resources of Alma College to each community included in the project area. He has offered to assist the Project Director in coordinating the total program including in-service training for local community-school directors, publication of current developments in community education and research, assistance in securing teachers and facilities for special programs, and in general, serving in any possible way which might be helpful to the total program. Mr. Meeder has also offered the resources of Alma College for periodic evaluation of the project activities and continual upgrading of these wherever indicated.

Olivet College has also expressed willingness to serve the project area in an advisory capacity and also in obtaining resource personnel for community education. At present, Olivet College is providing teaching personnel for an art program conducted by an art club in the City of Ionia, and is also rendering assistance to a newly formed theater group. Mr. James Kotlark, Olivet representative for community programming, has been in contact with the Intermediate office and has offered his assistance in any way we feel is appropriate.

The Mott Foundation Program of the Flint Public Schools has been of extremely valuable assistance in the planning of the program and has offered to continue their assistance in the future if the project becomes operational. A wealth of material and information has been provided regarding the programs offered in the Flint program and the activities which have proven successful in various areas. Mr. Nick Pappadakis, Consultant in Program Development, Mott Program of Flint, has offered to work with the Intermediate District in planning operational programs and and to make available the vast resources of the Mott Program to our area.
(See letter of commitment, attachment D)

The Michigan State University Cooperative Extension Office, which serves the area in cooperation with the Department of Social Welfare, has conducted classes in Family Living for mothers who were receiving ADC payments. These classes would be available. Miss Jane Child, Home Economist serving the Ionia County area, has been helpful in the planning of such activities and would continue her services in programs expanded through community school projects.

The Ionia County Department of Social Services has been interested in the development of programs for adults and gave strong encouragement to the Intermediate district in this area. Martin Succop, Director of the Ionia Department, has offered to serve in advisory capacity to the program.

The Community Action Committee of Ionia County has expressed interest in the posibilities shown in this project of serving the needs of the disadvantaged citizens of the community. Rev. Lester Bailey, Chairman, is looking forward to working cooperatively in this vital area.

Dale E. Foltz, Assistant Superintendent of the Michigan Training Unit, Department of Corrections, which is located in rural Ionia, has offered his services as an advisor also. Mr. Foltz has been trained in the area of community-school recreation and education as an intern in the Mott Program, and should be able to lend valuable assistance in the local area.

In addition, local community-school councils will be developed to guide and assist the community-school director in designing and carrying out the community education programs. The council will be made up of representatives of social, cultural, and educational agencies within the community. Each local council will appoint a representative to serve on the area-wide community-school council which will be organized to assist the project director and the Ionia County Intermediate School Board in the general coordination of local programs, public information services, and distribution of project funds. All of the above agencies have been helpful in the planning activities of this project and are willing to continue. (See attached committments Attachment E)

2. Participation of teachers and other school personnel:

Teachers and other school personnel have participated very closely in the planning of the proposed project. Several teachers were recommended by their Superintendents to serve in the planning project as part time personnel in the distribution and explanation of the survey opinionaire. Many of the teachers discussed the project within their own classrooms and elicited the help of students in determining after-school needs within the community. In addition to local school administrators, school personnel who participated directly in the planning project as part-time paid personnel under the leadership of Fred Lowery, former Project Director, include:

John Moody, Belding Area Schools

Betty Abbot, Saranac Public Schools

Kenneth Click, Ionia County Intermediate Schools

David Bitante, Portland Public Schools

Mary Sutherland, Lakewood Public Schools

Muriel Adams, Lakewood Public Schools

K. Duane Deardorff, Lakewood Public Schools

Marvin Shanks, Lakewood Public Schools

Vincent Nevins, City of Ionia Public Schools

In the operational projects, all school personnel will play a vital role. Teachers will be utilized to conduct evening classes, coaches will be asked to serve in evening, Saturday, and summer physical education and recreation programs whenever time allows. Teachers with creative skills in art, music, and literature will be asked to participate in enrichment programs in those areas. Industrial Arts and Home Economic Teachers will be called upon to share their skills with the total community. School administrators will necessarily play an essential role in the continual planning and the operation of the program in the local schools, in order that full use may be made of both facilities and personnel.

B. Description of planning procedures:

The planning of the proposed program began in the fall of 1965 following a visit by community representatives to the Mott Foundation Community-School programs in Flint, Michigan. For the past few years representatives from the local public schools in the Ionia Intermediate District have visited the Flint program, and two of the local school superintendents have served on the community-education committee of the Michigan Association of School Administrators. However, regardless of the enthusiasm engendered by these visits and responsibilities, total community-school programming was considered completely unattainable in a small community which was already hard-pressed meeting its financial obligations in the regular academic program. In the fall of 1965, however, the Elementary and Secondary Education Act had become a reality and Title III was envisioned as a possible source of funds, providing the school districts could pool their resources, determine their needs locally and on an area basis, and work cooperatively to further community-education in the total area. The Intermediate District staff offered to serve in leadership and coordinating capacity and a planning project was designed, submitted, and approved as of April 25, 1966. A survey was conducted to determine the needs of each of the school districts within the Intermediate District. Approximately 4,000 opinionaires were distributed throughout the area. In all cases these were distributed personally - none by mail - many in personal house-to-house contacts both in the cities and in the rural and farm areas. A large part of the questionnaires were distributed at meetings of service clubs, youth organizations, church groups and faculty meetings following an explanation of the planning project and a presentation of the film "To Touch A Child" which depicts the community-school programs in Flint. After the results of the survey were compiled, meetings were scheduled with official representatives of each of the participating school districts and other community organizations to look over the study to determine whether a community-school program could be devised to meet the needs presented.

During the course of the study, the Greenville Public Schools and the Greenville City council expressed interest in joining with the Intermediate plan. This posed a problem in that the Greenville Distirct is not a constituent of Ionia County Intermediate School District, but of its northern neighbor, Montcalm County. However, the Intermediate Board of Education and staff, and the participating local districts, were very much in agreement that Greenville participate in the area-wide plan because of the close relationship between the Belding and Greenville Schools. In addition, the Ionia Intermediate District had already joined with the Montcalm Intermediate District in sponsoring a program for the trainable mentally retarded in the two-county area utilizing one of the Greenville School Buildings. The cooperative arrangements have proven to be not only workable but efficient, primarily because of the flexibility exhibited in the Boards of Education, their school administrators, and staff members. Geographically, the City of Greenville is located only 9 miles north of Belding, and the school districts are immediately adjacent to each other. The Belding and Greenville schools had already been studying the possibilities of enlarging their adult education programs to provide more service to the Community but the planning was moving very slowly because of lack of leadership personnel and finances in this area. Greenville had completed a study regarding community needs and while it was not as extensive as that in the planning project study, it served as a basis for designing a program to meet the needs shown by a representative sampling in the Greenville area. The Assistant Superintendent of the Greenville Schools, who functions in a leadership role in the audlt education program, met with the superintendents of the other participating districts and the Ionia Intermediate District staff in working out the proposed programs submitted under the present project. The high degree of cooperative planning is extremely significant and will be of utmost importance in the successful operation of a cooperative community education program.

As part of the planning program, several representatives from the various communities in the project area visited the Mott Programs of the Flint Board of Education on

October 26, 27, and 28th, 1966. The representatives include the following:

Robert McGregor, Science teacher and assistant in adult education, Portland Public Schools

Kathleen Bitante, Former instructor in Home Economics and Swimming, Portland

Earl Cady, Superintendent, Saranac Community Schools

Harol Haskins, Guidance Counselor, Saranac Community Schools

Charles Mullikin, Executive, LuVan Industries, Belding

Dwight Cowden, Editor, Belding Banner News

Nels Nichols, Junior High Coach and Physical Education Instructor, Greenville Public Schools

Allen Davis, City Manager, Greenville

Leo Foster, City Clerk, Greenville

Mr. and Mrs. Lloyd Walker, City Council, Greenville

Several school administrators, board of education members, and leading citizens in the participating communities had visited the Flint programs in past years. In addition, the project director visited the programs at Alpena, Michigan and Harper Creek, Michigan. The Mott Program at Flint stands as the model for community-school programs in Michigan and in the nation, initiated through the efforts of Charles S. Mott thirty years ago. In 1935 the Mott foundation began a partnership with the Flint Board of Education with a modest grant underwriting after - school recreational activities. Since that time it has channeled more than $26 million through the Flint Community School Program supporting continued programs in recreation, adult education, curriculum experimentation and enrichment, social services, and health - a community education program for all ages utilizing the existing facilities of the public schools and serving the needs of 90,000 children and adults each year.

C. Assistance by State Agency:

The assistant superintendent and planning project director met on several occasions with Mr. Don Goodson, Title III Consultant, Michigan Department of Education. He has given valuable assistance on submitting the project application. In addition,

another member of the State Agency Staff, Mr. Donald Butcher, an experienced community-school director, has been very helpful in describing typical programs appropriate to Community School Services and has been most encouraging in regards to the proposed project. Mr. Butcher met with the planning project director on several occasions, recommending visitations, personnel, and suggesting community-school activities which have proven successful in other areas of the state.

D. The planning activities of the proposed Community School Services Program were financed under an ESEA Title III Project granted to the Ionia County Intermediate School District, Court House Annex, Ionia, Michigan. (ESEA III Grant 66-770)

E. Use of Funds:

The funds are expected to provide the total costs of the expanded operation of a Community School Services Program excluding the cost of facilities which will be provided by the schools. Programs already in operation, such as adult education classes, will continue to be financed at their present level in the same manner as they are financed at present. Only those programs which are entirely new, or supplemental, or expansions of existing programs will be supported with project grant funds. Although the greatest request for funds will be in support of leadership personnel, there will be considerable need for equipment and supplies during the initial phases of the project. As the project goes into its third year, the equipment needs should be fairly well taken care of.

F. Phasing out of Federal support:

Since the community school services project is by nature a demonstration, it is felt that the three year period should be sufficient to demonstrate its value to the community. The first and second years of the demonstration project will involve the greatest expenditures. The first year will necessitate the purchase of additional equipment and supplies to supplement the educational and recreational programs now in existence. During the third year the adult education programs should have become self-supporting except for scholarship students. Social agencies, service clubs, business and industry, and other

community organizations will be asked to assume the financial responsibilities of the scholarship funds during this third year period. At the end of the demonstration project, the costs remaining will be principally in the areas of personnel and transportation. The local school boards have agreed to support the program financially to the best of their ability even to the extent of asking for a special millage election, providing, of course, that the demonstration project truly serves the needs of the community. It is an established fact in Flint that initiating a community school services program brings about much greater interest in school functions and, as a result, millage elections are supported much more readily than in those areas where the schools do not attempt to serve other than academic needs. (See attached statements and resolutions from local boards. (Attachment F)

G. Present services and activities.

All of the school districts in the proposed project area are presently showing scattered efforts to meet adult education needs as described in Section II A of this narrative. However, scheduling of these classes is dependent upon paid enrollment..... if insufficient participants enroll in the class to pay for the instructor and other costs, the program is discontinued. The present programs are open only to paid participants, therefore, and often the very citizens who need the class are not able to take advantage of it because of finances. The present efforts need to be expanded to reach the needs of all citizens and to eliminate the roadblocks, such as child care, transportation, and tuition costs, which prevent many citizens from continuing their education and improving their skills.

Regarding recreational and social activities, there are some programs presently sponsored by the various city councils and recreation departments, as described in Section II A. However, the planning project opinionnaire results indicated that the present activities were not meeting the needs in the communities. The Greenville City Council, which sponsors more recreation programs than the other areas, has appropriated $6,526 for its summer and winter recreation programs. This has permitted the establishment of a few

programs such as youth baseball, summer swimming, ski-tows, and ice rink, but the council is well aware that these are serving only a small portion of the youth in the community and need to be expanded. The City of Ionia also sponsors some recreation programs, although not to the extent scheduled at Greenville. Several parks are available during the summer and there is a toboggan run and skating rink in the winter.

By comparison, in the entire Lakewood school district, there is only a smattering of programs. Part of this is due to the fact that Lakewood is more rural - there are four villages in the consolidated school district rather than a single center of population, which means that there is no recreation council to sponsor programs of this type for the various community areas. The central core of the communities is the school and it is the school who will need to provide leadership for programming in recreational and cultural areas as well as educational activities.

The applicant agency, The Ionia County Intermediate School District, in order to assure that services related to those described above as already existing in the local areas, has requested each district to submit to the Intermediate District a complete listing of all adult education classes, recreational activities, and similar programs along with a budget covering the current operation of these services. Each year, or each semester, whichever is appropriate, the local districts will submit a financial report of programs supported by local funds. Before a request for ESEA Title III funds will be granted to the local district, the community school council together with the project director will evaluate the request in terms of 1) the extent programs offered are in addition to those offered in previous years; 2) expansion of present programs because of increased public information, and 3) the extent of local financial report.

II. Participation of non-public school children.

Non-public school children will be eligible for all services provided under this project and in some districts, non-public facilities will be utilized although the programs will all be offered through the public schools. Programs will be publicized through the regular news media as well as through newsletters distributed through the schools, both public and non-public. Each local district through the local community school council will assume

this public information responsibility in the local area according to guidelines established by the project area council. Officials from each non-public school have agreed to serve on the local community councils. ( See statements, attachment G) In the case of the use of non-public facilities, when loan of recreational equipment (e.g. basketballs, badminton sets, roller skates) becomes appropriate, such equipment will be inventoried as that of the local school but housed in non-public facility for the duration of the particular program. Arrangements for such loans will be made through the local district and the local community-school council. When needed equipment is not available locally, the project director will act as coordinator for cooperative sharing of equipment according to need throughout the total project area.

III. Evaluation

Since the project is one of services rather than a typical academic skill, the usual methods of standardized evaluative tests are inappropriate. The Mott Program in Flint and the Community Education Department of Alma College have offered their services to the Ionia Intermediate District in evaluation of the proposed program. In addition, the Cooperative Educational Research Laboratory, Inc., (CERLI) at Urbana, Illinois, established under ESEA Title IV, will be called upon to aid in project evaluation.

In terms of the objectives stated in Section III, careful records will be maintained to measure the increase of student participation in extra-curricular activities, especially on the part of the student who has never participated in these functions in the past. The applicant will devise a check list to record all extra-curricular activities included in the present school programs in each local district. Similar check lists will be recorded each semester by the local community school directors and reported to the Intermediate District. Student questionnaires will be utilized to record the attitude of the student toward these activities and any change in his attitude toward the school as a whole as a result of these added enrichment and recreational activities. Questionnaires will be utilized also to measure changes in the performance of students in the regular program following the establishment of community-school activities such as any decrease in drop-outs,

decrease in vandalism, increase in attendance rates, and increase in completion of assignments. Teacher questionnaires will be utilized to evaluate changes in teacher interests, attitudes, and actual participation in extra-curricular functions.

The same types of measurement will be utilized for evaluating the adult programs with the addition of evaluation by community leaders. The various social agencies who have participated in the planning and who have agreed to serve in advisory capacity in the operation of the project (see section VI) will also be involved in the evaluation. One of the chief functions of the community school councils will be in the area of continued evaluation of the program and feed-back to the applicant. Area conferences will be scheduled at the end of each semester not only for the purpose of recording and evaluating what has taken place but for continual upgrading of programs and services.

Measurement of cooperation between school and community agencies will involve recording of committee formulation and function, the amount of involvement on the part of community agencies in planning community-school functions, and conversely, the amount of involvement on the part of school personnel in community based activities. In regard to the recreational programs, where school boards and recreation boards will necessarily work closely together, the actual number of meetings and kinds of cooperative decisions will serve as evaluative data. Questionnaires and interview records will also measure increases in cooperative effort and planning on the part of the participating districts; changes in attitude on the part of one local district toward another; changes in attitude on the part of local districts toward the role of the Intermediate District; sharing of school resources in adult education programming; sharing of resources, facilities, and equipment in recreational programming; increased public information on an area-wide basis; increased communication between districts; increased participation on the part of local school personnel in area-wide functions; evidence of increased cooperative planning in regular school programming, such as vocational-technical programs, projects for drop-outs, special enrichment activities for the elementary schools, etc. All of these would necessitate a great deal of cooperation and coordination which is one of the major objectives of establishing this project on a multi-district basis.

Evaluation of the effect of community-school programs on the "image" of the school will involve much of the above procedures: recording changes in attendance at adult education programs already offered; amount of participation in new programs, changes in delinquency and crime rates on the part of juveniles; changes in rate of truancy, changes in the amount of school drop-outs; changes in number of former drop-outs who return to school; changes in amount of community participation in "school" functions. Special data sheets will be devised to insure careful recording of the changes indicated above. Attitudinal questionnaires will also be devised to be distributed periodically during the project (e.g. at end of adult education courses, during selected recreational activities, etc.) These attitude questionnaires will be designed for the student for the adults participating in the programs, and for the man-on-the-street citizen who just "knows" about the programs. Interviews will be scheduled with representative citizens in each community to gauge the effect of increased community-school participation activities. Public news media will be utilized when appropriate to measure the effect of increased public information. The greatest single evaluative factor will come at the end of the project when the people are asked to vote extra millage to continue those programs which have proven to be valuable assets to community life.

Dissemination

Thanks to the help of planning project funds, the community school services project is not entirely new to the communities which will participate in the operational program. Approximately 2,000 citizens completed opinionnaires concerning community-school needs and suggested activities in Ionia county, representing about 4-1/2% of the population. In addition, there were numerous news items in the various newspapers throughout the county as well as a public-participation radio program scheduled on two occasions. Following the completion of the planning project on December 31st, 1966, publications of the results of the survey as well as recommendations will be made available to the participating communities and to other areas in the state and nation who have expressed interest in the study.

Much needs to be accomplished, however, regarding the operational project, by way of dissenination of information. The success of the entire project will hinge, to a large extent, on the awareness of the public of the community-school philosophy and the variety of programs and activities it offers. As was mentioned in Section VIII, the newspapers in all communities and the local radio stations (WION and WYON-FM in Ionia and WPLB-AM-FM, in Greenville) will be utilized fully in the business of public information as well as the very effective procedure of sending messages home with youngsters. During the initial stages of the project, meetings will be scheduled in each school district which will highlight the community-school philosophy and prospective activities so that all school personnel will be aware of the program. The film "To Touch A Child", which has been used successfully with many service clubs throughout the planning project, will be utilized even more extensively during the early stages of the operational project not only with school personnel but with PTA's and any other groups not previously contacted.

Publications developed by the Flint Community School Project will be utilized. Brochures and pamphlets will be developed describing the community-school philosophy and typical programs in the Ionia Intermediate project area for distribution throughout each community at strategic places such as the banks and stores. Both the newspapers and radio station will be used for regular "advertising" of programs as new project activities are initiated.

Following the lead of the Flint program, individuals and groups from one district will be invited to participate in community-school activities in another district. The Intermediate School Office has received many requests from school districts in Michigan and in other states requesting information on the planning project. If the program becomes operational, project staff will be available to meet with representatives from other areas and arrangements will be made for them to visit the programs and meet with the community-school councils. Periodic conferences could be scheduled as the need arises for leadership personnel within the project area and outside of the project areas to provide for continued communication.

The total staff of the Intermediate District would be utilized on a continual regular basis not only for dissemination of information throughout the districts they serve, but also to provide feedback regarding the effectiveness of the communications.

Finally arrangements will be made for publication of the Title III project application as it is finally approved for the use of the participating districts, their community-school council representatives, and other interested civic organizations in the project area as well as to share the project with other districts throughout the state and nation who have requested this information

Finally, one of the chief responsibilities of the Title III Project staff at the Intermediate District will be in the area of Public Information.

X. Qualifications of Professional Personnel:

A. Listing of Professional Personnel:

Project Director - $13,000 (according to professional salary schedule of the Intermediate School District) - full time in Title III project; - length of service to project - - 3 years.

Community School Director - $10,500 (salary schedules of local districts) - full time in community school program under Title III; Length of service - Three years in project.

Community School Director - $10,500 full schedule rate, prorated according to percent of time.

Length of service: 3 years in Project, amount of time ranging from 1/4 to 1/2.

Instructors - $5.00 per hour (current rate for certified adult education teachers)

Length of service: from several weeks to three years, depending upon needs and program request.

Guidance Counselors - Part time - $6.00 per hour (current rate for part time school counseling) Length of time: - 3 years in project.

School - Family Counselors - 8,000 (Salary schedule of Intermediate District) -full time in project for 3 years. (Part-time workers prorated according to percent of time.)

B. Professional Personnel: Minimum Qualifications

1. Project Director: MA Degree with at least 5 years of varied experience in school and/or community relations, including training in community-school programs, or MA Degree in Community-School Education with at least 2 years experience in school-community relations. The Project Director will be responsible for coordinating all efforts and appropriate activities conducted by the local districts through the community school directors. As a representative of the Intermediate District (the applicant) he will meet regularly with the area-wide community school council and participate in local councils as appropriate. He will be responsible for communication between the local districts and the Intermediate Board of Education. He will also assume leadership in dissemination of information to the public. He will arrange for in-service meetings for local directors in cooperation with the Mott Program at Flint and the various colleges and Universities which have offered services in this area. In short, under the supervision of the Intermediate Superintendent and Assistant Superintendent, he will see that the project is conducted as much as possible as is written herein.

2. Community-School Directors in Local Districts: AB Degree with training as Community-School Director, preferably with teaching certificate and some school experience. The Community School Director will be employed by the local school district and will be responsible for developing programs that meet the needs and interests in the local community. He will organize and supervise after-school activities, plan and carry out evening and Saturday programs, participate actively in community activities, and serve in school functions as a member of the regular staff. He will be responsible for communication of community-school activities within the local school as well as continued communication concerning other district functions through the Intermediate Office.

3. Instructors: Individuals qualified by training or experience to serve as instructors in adult education classes. In addition to conducting the adult education class, the

Instructors will be responsible for developing a brief course outline for the Director including any requests for materials or arrangements for special functions.

4. Guidance Counselors: AB Degree with training and/or experience in counseling. The guidance counselor will work with adults in planning continuing education programs, outlining courses necessary for granting of diploma, evaluating achievement levels in basic skills for those interested in basic education courses. Counselors will also be available for group counseling activities as needed.
5. School-family Counselors: AB Degree with training and/or experience in social work. The family counselor will investigate the need for scholarships and will be chiefly responsible for removing "roadblocks" preventing participation in programs by disadvantaged citizens.

C. Professional Personnel already employed or committed to the project:

There is no one as yet committed to the project who would meet the requirements as Project Director at the Intermediate District level. However, Mr. Procunier at the Mott Foundation has offered his services in recruiting personnel to meet our needs. Several professional personnel, currently employed by local districts in the project area, have indicated an interest in the area of Community School Directors on a full or part time basis. These have been recommended by their present superintendents as qualified and capable candidates. These people are not "committed" to the project, but have expressed a definite interest in community-school responsibilities.

There qualifications and home districts are as follows:

Lakewood: Daryl Hartzler, B.S. degree from Manchester College, Physical Education major. MA degree from Ball State, major in Guidance and Counseling. 3 years experience in teaching, guidance, wrestling and track coaching. Coordinates Foreign Exchange Program. Active in Lions Club and church organization.

Saranac: Harol Haskins, B.S and M.A. from Western Michigan University. Over 20 years experience in school activities including high school principal, coach of all sports, guidance and counseling, and class room teaching in mathematics

and science. Director of adult education. Active in church and civic organizations.

Portland: Robert McGregor, B.S. Central Michigan University, graduate work in counseling and guidance, Michigan State University. Over 10 years experience in schools as classroom teacher in science and mathematics as well as considerable business experience. Coordinates adult education at present in addition to teaching duties. Well known in local community and active in community activities.

David Bitante, B.A. from Western Michigan University, 2 years experience as teacher of biology and general science, football coach.

These individuals would take additional training through the Mott Program to become qualified as Community School Directors. The other districts have not made any recommendations as yet regarding their present staff members who would be interested in assuming these new responsibilities.

## I. Facilities, Equipment and Materials

A. Location and nature of facilities to be used for the program:

All of the appropriate school buildings in the project area will be made available to the program at no cost. The local school boards have agreed to provide the facilities and necessary utilities for the operation of the program. The school facilities include the following. 31 school buildings, 26 of which have facilities for recreational activities.

Ionia County Intermediate School District Office Building, providing office space for project director and secretary, as well as space for small conferences.

Belding Area Schools, Belding, Michigan

Belding Junior-Senior High School

Ellis Elementary School

Hallpark Elementary School

Washington Elementary School

Brink, Cooks Corners, Greene and Smyrna Schools
(the above 4 schools are 1 and 2 room buildings which would be made available for local community groups on request and/or playground activities.)

Greenville Public Schools, Greenville, Michigan

Greenville Senior High School

Greenville Junior High

Cedar Crest Elementary School

Walnut Street Elementary School

Balwin Heights Elementary School

Lincoln Heights Elementary School

Turk Lake Elementary School

St. Charles Elementary School

City of Ionia Public Schools, Ionia, Michigan

Ionia Junior-Senior High School

Emerson Elementary School

Jefferson Elementary School

Twin Rivers Elementary School

Rather Elementary School

Lakewood Public Schools, Lake Odessa, Michigan

Lakewood Senior High School

Lake Odessa Junior High School

Woodland Elementary and Junior High School

Lake Odessa East Elementary

Lake Odessa West Elementary

Sunfield Elementary School

Portland Public Schools, Portland, Michigan

Portland Senior High School

Brush Street Elementary and Junior High School

Oak Street Elementary School

Saranac Community Schools, Saranac, Michigan

Saranac Senior High School

Saranac Junior High School

Saranac Elementary School

Brief description of above facilities:

1. All of the senior high and junior-senior high school buildings include a gymnasium, cafeteria, library, industrial arts area, home economics area, and business education area. In addition, classrooms are provided with the proper equipment and materials for instruction in agriculture, art, foreign language, instrumental and vocal music, and driver training as well as the usual basic courses of English, social studies, mathematics, and science.
2. Many of the elementary school buildings include facilities which can be utilized for a variety of programs. In addition to the regular elementary classrooms, 16 of the schools include a gymnasium or all-purpose room, 17 have a cafeteria, and 16 provide library facilities.

See attached charts for detailed description of building facilities, programs and services offered in the K-12 schools in the Ionia County Intermediate District. (originally prepared for the K-12 Reorganization study within the intermediate district conducted in 1965-66. (Attachment B)

In addition to the school facilities, other facilities which have been utilized in some areas will continue to be available for community-school programming. For example, Ionia and Greenville have several parks which are suitable for recreational programs. These have been used for recreational activities in both summer and winter. The community school directors will work cooperatively with the city recreation boards in making full use both of facilities and supervisory personnel in future activities. Both the Ionia and Greenville recreation councils already cooperate with their local schools in scheduling activities, arranging transportation, and obtaining personnel.

Some of the non-school facilities which are now being utilized are: Tower Park and Ski Area, Greenville; Greenville Little League Ball Field; Greenville City Parks; Baldwin Lake Swimming Beach, Greenville; Bertha Brock Park, Ionia; Ionia City Parks; Jordan Lake Swimming Area, Lake Odessa; Long Lake Swimming Area, rural Ionia; City Parks, Portland; Portland Co-op Mill; Portland American Legion Hall (rental); Lake Odessa Village Park; Lake Odessa Community Center; Jaycee Community Center, Ionia; Ionia Fair Grounds; Ionia Armory; Rifle Range at Michigan Training Unit; Ionia City Parks; Muir Community Cabin; Grange Halls throughout the area; Service organization facilities (Elks, Moose, Masonic Temples). Almost all churches in the area have facilities available for meetings and some have recreational facilities. Facilities at all the State Institutions (Ionia State Hospital, Michigan Reformatory, and Michigan Training Unit) are available for scheduled activities. The Michigan Training Unit works cooperatively with the City of Ionia Public Schools at present in their high school program - students at the training Unit obtain their diploma from the Ionia High School (if unobtainable from their home school.)

In addition, plans are underway for the development of swimming facilities in two areas. Work has already begun on a swimming area for Portland, and plans are taking shape for a recreational area in Ionia including a swimming pool.

B. The need for new equipment and materials

Although the various local schools already provide supplemental equipment and materials to school age children, and a good deal of the materials necessary to teach adequately in adult-edcation classes, program expansion in appropriate areas and program initiation in others will mean quite a lot of additional materials. For example, the high schools are usually quite well equipped regarding basketballs, baseball, etc., but the elementary schools, even those which include some physical education activities, do not have the recreation equipment necessary for adult physical education and family night programs. One of the local districts sponsored an evening physical education program for adult

women in one of the elementary schools this fall but the program was restricted as to a variety of activities because of lack of equipment and materials.

Results of the survey conducted during the planning project indicated that the greatest need in the community in the area of community-school functions was for a swimming program. Since there are no swimming pools in any of the high schools, nor public pools in any of the cities and villages, a winter swimming program is impossible without major construction. Second to this need, however, was "all sports". Many programs can be designed to meet this need without construction providing the major community facilities, namely the schools, are made available on a full day, evening, and full year basis. But second to creative personnel, adequate equipment holds the key to the success of these programs.

C. Efforts to use funds from other sources to provide needed facilities and equipment: With regard to facilities, these will be provided as stated above by the local school districts without charge to the program. Regarding equipment, all appropriate equipment which is already provided by the local districts will be made available to the community-school programs. Furniture and equipment for the community school offices in the local schools will also be provided by the local districts. These areas represent the major expenses in providing facilities and equipment. If a dollar figure were to be placed on the provision of facilities for the project activities, the amount would equal more than the entire amount of Federal Funds requested for this project. (Rental of available gymnasiums alone would amount to $149,760 per year at only $20,00 per night.)

IONIA COUNTY INTERMEDIATE SCHOOL DISTRICT

Court House Annex
Ionia, Michigan

PROJECT ADDENDUM - COMMUNITY SCHOOL SERVICES - A Demonstration

ESEA Title III - - Project #4088

The narrative portion of this project addendum consists of responses to questions regarding the original project raised by the U. S. Office of Education staff in addition to revisions of activities, personnel, and budget as suggested by the office of Education.

The questions, followed by further information, are as follows:

1. "The question of shared funding needs to be raised. Are there some local funds (local taxes or United Funds, etc.) available? What of Title I and II, ESEA or O.E.O. funds? The substantial amount requested from Title III would make such a move very difficult. It would seem better to involve other resources right from the beginning."

   In line with the above suggestion of involving other resources right

   from the beginning, the project budget has been revised to involve local school resources, materials and services available under Titles Iaand II of ESEA, Title III of NDEA, and public and private social agencies including the Community Action Program under O.E.O. Revisions may be summarized as follows:

(1) The Intermediate School District will provide office space, typewriter, electric mimeograph (originally purchased for Title I project), costs of bookkeeping and yearly audit of funds, and miscellaneous office supplies and expenses. (2) The six local school districts participating in this cooperative project will provide physical facilities for the project activities including heat, light, custodial services as originally outlined in the project application, as well as office space and equipment for the local community school directors and staff members. The local districts will also assume costs of contracted services (legal fees and financial audits of local expenditures), necessary transportation

charges, and liability insurance (fixed charges) originally scheduled for inclusion as Title III Budget Expenditures. The Adult Education Classes will be organized on a self-supporting basis; costs of personnel and materials will be absorbed by appropriate charges for the classes, similar to those to programs operating in Flint. Scholarship funds for those individuals who cannot afford to pay the fees will be set up as described in the project eliciting the cooperation and support of public and private agencies with the planning assistance of the Community Action Committee. Originally the "scholarship" funds were intended for the third year of operation but will now be set up immediately to involve these agencies in the initial stages as suggested. (3) In line with the limits in the amount of moneys available under Title III, community services projects, largely recreation programs, have been decreased in number of personnel and materials. Community recreation boards now in existence will be asked to expand their programs to match those established as part of the Community School project to bring the number and quality of programs up to the level outlined in the original project as soon as possible, and to develop a plan, along with school personnel, for gradual assumption of those school recreation programs which could appropriately be sponsored by the local recreation boards. (4) Responsibility for welfare activity amounts originally included in the project budget will be assumed by social service agencies, Title I, Community Action projects, and private donations.

(see attached "Changes in Budgeted Amounts" for specifics)

2. "Additional clarification is needed in the number of professional staff requested."

The number (and quality) of professional staff is the key to a successful community education program, especially leadership personnel. The position of Community School Director therefore has been allocated to each

of the participating school districts. In addition to the Director, positions as part-time assistants have been included in order that a staff person can be assigned to each of the school buildings scheduling community school activities in the after-school, evening, and Saturday hours. For purposes of insurance (as well as good sense), a certified teacher needs to be available in the school building when school-sponsored activities are scheduled whether these be academic, enrichment, or recreational. The project activities call for the use of many buildings at one time - thus the need for the number of assistants on a part time basis rather than just one or two people available for the entire area on a full time basis.

The revised budget calls for approximately a 50% decrease in the number of personnel (original number - 166, revised number - 70). The greatest decrease resulted from the changes in the design of the adult education program, originally scheduled for 50% support from Title III funds but now organized on a self-supporting basis. (66 part time professional personnel were still be needed but are not included in the budget.)

3. "Evidence for support of project after 'phase-out' of federal funds in three years."

This question is related to and partly answered in No. 1 above. As described in the project narrative, the costs remaining at the end of the demonstration project will be principally in the areas of personnel and transportation. The local districts have already agreed to assume transportation costs, city recreation boards will expand their projects when appropriate, social and private agencies will be utilized for welfare activities, and the costs of the school-family social work program will become eligible for support by state funds as personnel become qualified

through training and experience during the three years of the demonstration project. Regarding the positions of Community School Directors and teacher-assistants, each of the six local districts, through their boards of education have agreed to "ask the people of the district to allow moneys to be taken from operational funds", "vote extra millage", "seek ways to provide financial support for its continuance when federal support comes to an end". (quotes taken from official statements included in original project, appendix F) In addition, the Mott Foundation has recently established a legislative program in an attempt to bring about state aid for local school districts sponsoring community-school programs. Our local schools will support these legislative efforts and make use of every opportunity to encourage our legislators to visit our program in operation. The Governor has already initiated a community-school study as it affects racial problems in an inner-city area and has given is support to us in our endeavors. It is anticipated that some state aid will be available for these programs within three years.

4. "It appears that it might be possible to reduce the total cost by trimming administrative costs and/or other costs without impairing program efficiency." Administrative costs have been decreased from $22,865 to $14,960. This amount is considered to represent a bare minimum and is essential for a successful project. Redesign in the total project has resulted in a reduction of total budget expenditures from $266,516 to $150,000 for the first year of operation, as suggested. (see attached budget changes for specific amounts and categories.)

SUMMARY OF CHANGES IN PERSONNEL - Title III Project 4088

(as a result of decrease in budget and recommendations from U. S. Office of Education)

Administration: Part time secretary rather than full time (other portion of salary to be paid under Title I and/or II.)

Instruction: Decrease in professional personnel (from 96 to 30): All adult education instructors deleted from project budget - local districts will attempt to make adult education programs self-supporting through fees by participants and reimbursement for eligible programs by state funds. Revision of personnel arrangement allowed for some reduction in community school director set-up, allowing each local district a director and an assistant available of certain Saturdays and evenings when more than one building is open for classes and/or recreation. Decrease in non-professional personnel (29 to 16): follows the decrease in professional personnel...secretarial staff decreased as well as student assistants and recreation workers. Local district secretarial staff will assist at peak periods (during enrollment, reporting, etc.) Volunteers will be encouraged to help with enrichment and recreation programs.

Health Services: No significant change except in amount of time in the project. Only one staff person assigned to each district in this category.

Transportation: All transportation personnel removed from project budget - local districts will provide transportation when necessary to community centers in addition to volunteers.

Community Services: Recreation instructors decreased from 10 to 6, workers from 23 to 10 because of budget limitations. Parents and "big brothers" will be asked to help as volunteers to maintain the degree of programming originally outlined as much as possible.

Total number of personnel on Title III Project payroll - revised budget - 70. (Professional - 43, Non-professional - 27. Full time-10, part time 60)

SUMMARY OF CHANGES IN BUDGETED AMOUNTS - Title III Project 4088

(as a result of limited amounts available and recommendations from U. S. Office of Education)

| Category and Discription | Original budget | Revised budget | Amount of change |
|---|---|---|---|
| ADMINISTRATION | | | |
| Salaries-Professional | $12,000 | $12,000 | $ 00 |
| Non-Professional (part/time) | 3,400 | 2,000 | - 1,400 |
| Contracted Services - Audit | 600 | 0 | - 600 |
| - Legal Services | 100 | 0 | - 100 |
| Materials - some decrease, some to instruction (local districts) | 1,306 | 307 | - 999 |
| Travel - decrease amount and delete visitors expenses | 970 | 653 | - 317 |
| Other expenses - some decrease, some instructional (local districts) | 4,489 | 0 | - 4,489 |
| Totals | $22,865 | $14,960 | -$7,905 |
| INSTRUCTION | | | |
| Salaries-revision and decrease in number of personnel to be paid from project and some decrease in amounts. | | | |
| Professional - 96 decreased to 30 | $108,540 | $74,160 | -$34,380 |
| Non-Professional - 29 decreased to 16 | 15,375 | 5,470 | - 9,905 |
| Materials - all materials for adult and enrichment classes deleted - will be self-supporting through fees or supplied by NDEA, Title I and II | 7,940 | 1,229 | - 6,711 |
| Travel - decreased (fewer personnel | 4,038 | 1,267 | - 2,771 |
| Other expenses - advertising (transferred from administration - will vary in cost and amount with each local district - listed as totals) | 0 | 671 | + 671 |
| Totals | $135,893 | $82,797 | -$53,096 |
| Health Services | | | |
| Salaries - decrease in time | $ 31,500 | $24,000 | - 7,500 |
| Travel - increase in miles (error in original budget) | 608 | 756 | + 148 |
| Totals | $ 32,108 | $24,756 | -$ 7,352 |
| Transportation - all costs deleted - to be provided by local districts | | | |
| Salaries - | $ 5,400 | $ 0 | -$ 5,400 |
| Other expenses - | 7,371 | 0 | - 7,371 |
| Totals | $ 12,674 | $ 0 | -$12,771 |

| Category and Description | Original Budget | Revised Budget | Amount of change |
|---|---|---|---|
| OPERATION OF PLANT | | | |
| Telephone charges (omitted by error from original budget) | $ 0 | $ 120 | $ + 120 |
| Totals | $ 0 | $ 120 | $ + 120 |
| FIXED CHARGES | | | |
| Liability Insurance-to be absorbed by local districts | $ 840 | $ 00 | $ - 840 |
| Retirement & Social Security decreased according to payroll decreases | $ 20,834 | $ 12,813 | $ - 8,021 |
| Totals | $ 21,674 | $ 12,813 | $ - 8,861 |
| COMMUNITY SERVICES | | | |
| Salaries - decrease in number, time, and amounts for recreation workers | | | |
| Professional | $ 13,500 | $ 6,300 | $ - 7,200 |
| Non-Professional | 18,630 | 4,200 | - 14,430 |
| Materials - decreased according to personnel decreases above | 7,355 | 3,807 | - 3,548 |
| Other costs - delete welfare costs (Title I, ADC, OEO and other service organizations to be utilized) | 1,000 | 0 | - 1,000 |
| Totals | $ 40,485 | $ 14,307 | $ - 26,178 |
| CAPITAL OUTLAY | $ 718 | $ 245 | $ - 473 |
| Electrice typewriter now available on "borrow" basis. Mimeograph purchased under Title I available at present. Portable adding machine needed for central accounting (omitted) by error on original budget) Calculator available on "borrow" basis. | | | |
| Totals | $ 718 | $ 245 | $ - 473 |
| GRAND TOTALS | $ 266,514 | $149,998 | $--116,510 |

PROPOSED BUDGET SUMMARY 1
For Title III P.L. 89-10 Funds

Name and address of applicant Ionia County Intermediate School District Courthouse Annex, Ionia, Michigan

Grant period would begin September 1, 1967 and end August 31, 1968

| Expenditure Accounts | Account No. | Salaries Pro-fessional | Salaries Nonpro-fessional | Contracted Services | Materials & Supplies | Travel | Equip. | Other Expenses | Total |
|---|---|---|---|---|---|---|---|---|---|
| 1. Administration | 100 | 12,000 | 2,000 | | 307.33 | 653.00 | | | 14,960.33 |
| 2. Instruction | 200 | 74,160 | 5,470 | | 1,229.58 | 1,267.00 | | 671.20 | 82,797.78 |
| 3. Attendance | 300 | | | | | | | | |
| 4. Health Services | 400 | 24,000 | | | | 756.00 | | | 24,756.00 |
| 5. Pupil Transportation Serv. | 500 | | | | | | | | |
| 6. Operation of Plant | 600 | | | | | | | 120.00 | 120.00 |
| 7. Maintenance of Plant | 700 | | | | | | | | |

| Expenditure Accounts | Account No. | Salaries: Pro-fessional | Salaries: Nonpro-fessional | Contracted Services | Materials & Supplies | Travel | Equip. | Other Expenses | Total |
|---|---|---|---|---|---|---|---|---|---|
| 8. Fixed Charges | 800 | | | | | | | 12,813.00 | 12,813.00 |
| 9. Food Services | 900 | | | | | | | | |
| 10. Student-Body Activities | 1,000 | | | | | | | | |
| 11. Community Services | 1,100 | 6,300 | 4,200 | | 3,807.30 | | | | 14,307.30 |
| 12. Remodeling | 1,200 | | | | | | | | |
| 13. Capital Outlay | 1,230 | | | | | | 245.59 | | 245.59 |
| 14. Total | | 116,460.00 | 11,670.00 | | 5,344.21 | 2,676.00 | 245.59 | 13,604.20 | $150,000.00 |

Expenditure Account No. 100 - ADMINISTRATION

| Expense Class | Name and Title, Purpose or Item | Full Time | Part Time | Quantity | Salary, Unit Cost | Budgeted Amount |
|---|---|---|---|---|---|---|
| Salaries | | | | | | |
| Professional | Project Director | X | | 1 | $12,000 | $12,000.00 |
| Non-Profess. | Stenotypist (60% of time) | | X | 1 | 3,400 | 2,000.00 |
| Materials and Supplies | Mimeo Stencils | | | 100 | $9.00/100 | 9.00 |
| | Mimeo paper | | | 5 cartons | 22.00/carton | 110.00 |
| | Envelopes | | | 1,000 | 6.33/1000 | 6.33 |
| | Bond Paper | | | 5 reams | 1.00/ream | 5.00 |
| | Spirit Duplicator Paper | | | 5 cartons | 15.00/carton | 75.00 |
| | Spirit Masters | | | 200 | 7.25/100 | 14.50 |
| | Postage | | | 1,000 | .05 | 50.00 |
| | | | | 50 | .75 | 37.50 |
| Travel | Travel for director within project area (6 school districts) 100 miles/week - 45 weeks | | | 4,500 miles | .09/mile | 405.00 |
| | Travel for director out of project area: Flint, Alma, Harper Creek, Manistique, Alpena, Fremont | | | 1,200 miles | .09/mile | 108.00 |
| | Subsistence for above and special community-School Conference at Mott Fdn. in Flint (3 days) | | | 10 days | 14.00/day | 140.00 |
| | | | | TOTAL BUDGETED AMOUNT | | $14,960.33 |

2

Expenditure Account No. 200 - INSTRUCTION

| Expense Class | Name, Title, Purpose or Item | Full Time | Part Time | Quantity | Salary or Unit cost | Budgeted Amount |
|---|---|---|---|---|---|---|
| Salaries - Professional | Community School Director | X | | 6 | $9,000 | $54,000.00 |
| | Community School Teacher - Assistants 25% of time (8 mos.) | | X | 12 | 6,000 | 18,000.00 |
| | Instructors for Enrichment classes (2 hours per week, 20 weeks) | | X | 6 | 4.00/hour | 960.00 |
| | Guidance Counselors 4 hours per week - 10 weeks | | X | 6 | 5.00/hour | 1,200.00 |
| Non-Professional | Community School Secretary 25% of time | | X | 6 | 3,400 | 5,100.00 |
| | Community School Student - Assistants (6 hours per week, 20 weeks) | X | | 10 | 1.25/hour | 370.00 |
| Materials and Supplies | Mimeograph Stencils | | | 200 | 9.00/100 | 18.00 |
| | Mimeograph paper | | | 10 cartons | 22.00/carton | 220.00 |
| | Spirit Duplicator Paper | | | 20 cartons | 15.00/carton | 300.00 |
| | Spirit Duplicator Masters | | | 500 | 7.25/100 | 36.25 |
| | Envelopes | | | 1,000 | 6.33/1000 | 6.33 |
| | Poster Paper | | | 6 cases | 16.50/case | 99.99 |
| | Postage (42,000 @ .01 1/4, 500 @ .05) | | | | | 550.00 |
| Travel | Travel for Directors within District 10 miles/day, 150 days, 6 directors | | | 9,000 | .09/mile | 810.50 |
| | Travel and subsistence for Directors (6) out-of-district as follows: (2 cars) | | | | | |
| | Mott Program Meetings at Flint - 5 mtgs. | | | 1,600 miles | .09/mile | 144.00 |
| | Comm. School Meetings at Alma - 5 mtgs. | | | 1,200 miles | .09/mile | 108.00 |
| | Community School Workshops - 2 per year (2 days - scheduled in mid-state area) | | | 240 miles | .09/mile | 21.00 |
| | Subsistence for above - meals and lodging | | | 6 dir. | 14.00 | 84.00 |

Account 200 - INSTRUCTION - Continued

| Expense Class | Name, Title, Purpose or Item | Full Time | Part Time | Quantity | Salary or Unit Cost | Budgeted Amount |
|---|---|---|---|---|---|---|
| Other Expenses | Newspaper Advertising 2 times per year per district | | | 12 (1/4 pages) | 44.10/1/4 page | $ 529.20 |
| | Radio Advertising - 40 spot (60") Announcements | | | 40 | 3.55/spot | 142.00 |
| | | | | TOTAL BUDGETED AMOUNT | | $82,797.78 |

Account 400 - HEALTH SERVICES

| Expense Class | Name, Title, Purpose or Item | Full Time | Part Time | Quantity | Salary or Unit Cost | Budgeted Amount |
|---|---|---|---|---|---|---|
| Salaries Professional | School-Family Social Workers | X | | 3 | 6,000 | $18,000.00 |
| | School-Family Social Workers 1/3 of time | | X | 3 | 6,000 | 6,000.00 |
| Travel | Travel for full time Social workers within districts 50 miles per week - 40 weeks | | | 6,000 miles | .09/mile | 540.00 |
| | Travel for part time social workers within districts 20 miles per week - 40 weeks | | | 2,400 miles | .09/mile | 216.00 |
| | | | | TOTAL BUDGETED AMOUNT | | $24,756.00 |

Account 600 - OPERATION OF PLANT

| Expense Class | | | | | | |
|---|---|---|---|---|---|---|
| Utilities - Telephone charges - Intermediate Office | | | | 12 mos. | 10.00/month | 120.00 |
| | | | | TOTAL BUDGET | AMOUNT | $120.00 |

Account No. 800 - FIXED CHARGES

| Expense Class | Name, Title, Purpose or Item | Full Time | Part Time | Quantity | Salary or Unit cost | Budgeted Amount |
|---|---|---|---|---|---|---|
| Other Expenses | Public School Retirment and Social Security - 10% of total payroll (11,646) Professional, 1,167 non-prof.) | | | | | $12,813.00 |
| | | | | | TOTAL BUDGETED AMOUNT | $12,813.00 |

Account No. 1100 - COMMUNITY SERVICES

| Expense Class | Name, Title, Purpose or Item | Full Time | Part Time | Quantity | Salary or Unit cost | Budgeted Amount |
|---|---|---|---|---|---|---|
| Salaries Professional | Recreation Instructors 6 hours per week - 35 weeks | | X | 6 | 5.00/hour | $ 6,300.00 |
| Non-Professional | Recreation workers 6 hours per week - 35 weeks | X | | 10 | 2.00/hour | 4,200.00 |
| Materials and Supplies | Volleyballs | | | 18 | 9.85 ea. | 177.30 |
| | Badminton Shuttlecocks | | | 10 doz. | 4.95/doz. | 49.50 |
| | Badminton Rackets | | | 30 | 2.00 | 60.00 |
| | Badminton Posts | | | 6 sets | 3.00/set | 18.00 |
| | Badminton Nets | | | 6 | 6.00 | 36.00 |
| | Horse Shoes (inside) | | | 6 sets | 3.45/set | 20.70 |
| | Horse Shoes (outside) | | | 6 sets | 7.95/set | 47.70 |
| | Jump Ropes | | | 6 doz. | 13.75/doz. | 82.50 |
| | Basketballs | | | 12 | 10.15 | 121.80 |
| | Softballs | | | 18 | 2.15 | 38.70 |
| | Softball Bats | | | 6 doz. | 12.65/doz. | 75.90 |
| | Tennis Balls | | | 6 doz. | 8.25/doz. | 49.50 |
| | Golf Balls | | | 12 doz. | 6.40/doz. | 76.80 |
| | Playground Balls | | | 18 | 5.25 | 94.50 |
| | Indoor-Outdoor Hockey | | | 6 sets | 18.95/set | 113.70 |
| | Roller Skates - Plastic Wheels | | | 300 prs. | 8.95/pair | 2,685.00 |
| | Shuffleboard Sets | | | 6 sets | 9.95/set | 59.70 |
| | | | | | TOTAL BUDGETED AMOUNT | $14,307.30 |

Account No. 1230 - CAPITAL OUTLAY (Equipment only)

| Expense Class - Description of Item | Quantity | Unit Rental per/mo | Project period rental | Purchase cost | Total Cost |
|---|---|---|---|---|---|
| Portable electric adding machine | 1 | 4.50 | 162.00 | 125.60 | $ 125.60 |
| Secretary Desk | 1 | 4.00 | 144.00 | 79.99 | 79.99 |
| Secretary Chair | 1 | 2.00 | 72.00 | 40.00 | 40.00 |
| | | | TOTAL BUDGETED AMOUNT | | $ 245.59 |

PROPOSED BUDGET SUMMARY 1
For Title III P.L. 89-10 Funds

Name and address of applicant Ionia County Intermediate School District Courthouse Annex, Ionia, Michigan

Grant period would begin September 1, 1967 and end August 31, 1967

| | Expenditure Accounts | Account No. | Salaries: Professional | Salaries: Nonprofessional | Contracted services | Materials & Supplies | Travel | Equip. | Other Expenses | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. | Administration | 100 | $13,000 | $ 2,200 | | $ 200 | $ 600 | | | $16,000 |
| 2. | Instruction | 200 | 76,580 | 5,600 | | 1,200 | 1,250 | | | 84,630 |
| 3. | Attendance services | 300 | | | | | | | | |
| 4. | Health services | 400 | 25,800 | | | | 750 | | | 26,550 |
| 5. | Pupil transportation services | 500 | | | | | | | | |
| 6. | Operation of plant | 600 | | | | | | | 120 | 120 |
| 7. | Maintenance | 700 | | | | | | | | |
| 8. | Fixed Charges | 800 | | | | | | | 13,200 | 13,200 |

| | Expenditure Account | Account No. | Salaries Pro-fessiona l | Nonpro-fessional | Contracted Services | Materials & Supplies | Travel | Equip. | Other Expenses | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| 9. | Food services | 900 | | | | | | | | |
| 10. | Student-body activities | 1000 | | | | | | | | |
| 11. | Community services | 1100 | 6,400.00 | 4,000 | | 200 | | | | 10,600 |
| 12. | Remodeling (if costs total more than $200 enter in Part II) | 1220c | | | | | | | | |
| 13. | Capital outley (equipment only) | 1230 | | | | | | | | |
| 14. | TOTAL | | $120,960.00 | $11,620 | | $1,700 | $2,600 | | $13,120 | $150,000 |
| 15. | Negotiated budget | | $ | $ | | $ | $ | $ | $ | $xxxxxxx |

Exhibit I - A 69 - 70

PROPOSED BUDGET SUMMARY 1
For Title III P.L. 89-10 Funds

Name and address of applicant Ionia County Intermediate School District Courthouse Annex, Ionia, Michigan

Grant period would begin September 1, 1967 and end August 31, 1967

| Expenditure Accounts | Account No. | Salaries: Professional | Salaries: Nonprofessional | Contracted Services | Materials & Supplies | Travel | Equip. | Other Expenses | Total |
|---|---|---|---|---|---|---|---|---|---|
| 1. Administration | 100 | $12,500.00 | $ 2,100 | | $ 300 | $ 600 | | | $15,500 |
| 2. Instruction | 200 | 77,160.00 | 5,520 | | 1,200 | 1,250 | | | 85,130 |
| 3. Attendance Services | 300 | | | | | | | | |
| 4. Health services | 400 | 24,900.00 | | | | 750 | | | 25,650 |
| 5. Pupil transportation services | 500 | | | | | | | | |
| 6. Operation of plant | 600 | | | | | | | 120 | 120 |
| 7. Maintenance of plant | 700 | | | | | | | | |
| 8. Fixed charges | 800 | | | | | | | 13,000 | 13,000 |

| | Expenditure Account | Account No. | Salaries: Professional | Salaries: Nonprofessional | Contracted Services | Materials & Supplies | Travel | Equip. | Other Expenses | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| 9. | Food services | 900 | | | | | | | | |
| 10. | Student-body activities | 1000 | | | | | | | | |
| 11. | Community services | 1100 | 3,350 | | | 150 | | | | 9,500 |
| 12. | Remodeling (if costs total more than $2000 enter in Part II | 1220c | | | | | | | | |
| 13. | Capital outlay (equipment only) | 1230 | | | | | | | | |
| 14. | | TOTAL | $121,380 | $ 11,150 | $ | $ 1,550 | $ 2,600 | $ | $ 13,320 | $150,000 |

## ASSURANCES FOR INITIAL APPLICATION
PART IV

THE APPLICANT HEREBY GIVES ASSURANCE TO THE UNITED STATES COMMISSIONER OF EDUCATION THAT:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant. (See attached substantiating document (s) )

2. The activities and services for which assistance is sought under this Title will be administered by or under the supervision of the applicant;

3. In planning the program proposed in the application, there has been, and in establishing and carrying out that program there will be participation of the appropriate cultural and educational resource(s) of the area to be served;

4. Any funds received under this grant shall not be used to supplant funds normally budgeted for the planning of services of the same type;

5. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance from the Department. (The assurance of compliance (HEW 441), or court order, or desegregation plan previously filed with the U.S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application); (See attached copy of HEW 441)

6. The project will be operated in compliance with Public Law 89-10 and with Regulations and other policies and administrative issuances by the Commissioner, including submission of such reports as may be required;

7. Copies of this application have been submitted for review and recommendation to the State educational agency;

8. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application. (See attached application.)

9. I, Bruce T. Blanchard, do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto and hereby made a part of this application, are true and correct to the best of my knowledge and belief.

DATED January 13, 1967

Ionia County Intermediate School District
(Legal name of applicant)

BY Bruce T. Blanchard
(Signature of authorized representative)

Superintendent
(Representative's title)

NOTARY PUBLIC: Subscribed to before me this

| Jan. 13, 1967 | Ionia | Michigan |
|---|---|---|
| (Date) | (City) | (State) |

SIGNATURE OF NOTARY PUBLIC Bernice Dean

DATE NOTARY'S COMMISSION EXPIRES January 29, 1969

Assurances: Substantiating Documents;

1. The Ionia County Intermediate School District has the legal authority to apply for and receive the proposed grant. The Ionia County Intermediate School District is a public, non-profit local public educational agency. It has authority to enter into agreements with the Federal Government under Act No. 190 of the Michigan Public Acts of 1962. The Intermediate School Districts in Michigan are given specific statutory authority to "direct, supervise and conduct cooperative educational programs in behalf of the constituent school districts which request such services. The board may utilize any available funds not otherwise obligated by law, and accept contributions from other sources, for the purpose of financing the programs." S 340,298a

8. Authorization for filing of application:

This is to certify that the following resolution was adopted by the Board of Education of the Ionia County Intermediate School District, Court House Annex, Ionia, Michigan at the regular Board meeting held on January 12, 1967.

Whereas it is an objective of the Intermediate District to assist local schools in planning additional educational services, and

Whereas the Boards of Education of the six K-12 districts in the project area have requested the assistance of the Intermediate District in the operation of a community-school program emphasizing further and better use of school facilities and program innovation,

Be it resolved that the Superintendent of the Ionia County Intermediate School District be authorized to file a project application under Title III of Public Act 89-10 for an operational grant to establish, operate and maintain supplementary educational services to be entitled "Community School Services - A Demonstration".

Be it further resolved that the Superintendent of the Ionia County Intermediate School District be authorized to act as the representative of the Intermediate School District Board of Education in connection with this application.

Bruce T. Blanchard
Secretary Ionia County Intermediate Board of Education

Date: January 12, 1967

Paul W. Newman
President, Ionia County Intermediate Board of Education

ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE REGULATION UNDER
TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Ionia County Intermediate School District (hereinafter called the "Applicant")
(Name of Applicant)

HEREBY AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to that title, to the end that, in accordance with title VI of that Act and the Regulation, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance from the Department; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

If any real property or structure thereon is provided or improved with the aid of Federal financial assistance extended to the Applicant by the Department, this assurance shall obligate the Applicant, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits. If any personal property is so provided, this assurance shall obligate the Applicant for the period during which it retains ownership or possession of the property. In all other cases, this assurance shall obligate the Applicant for the period during which the Federal financial assistance is extended to it by the Department.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining any and all Federal grants, loans, contracts, property, discounts or other Federal financial assistance extended after the date hereof to the Applicant by the Department, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The Applicant recognizes and agrees that such Federal financial assistance will be extended to reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Applicant, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Applicant.

Dated January 13, 1967

Ionia County Intermediate School District
(Applicant)

By Bruce T. Blanchard
(President, Chairman of Board, or comparable authorized official)

Court House Annex, Ionia, Michigan 48846
(mailing address)